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ABSTRACT

Change in Liberal Education is a project designed to plan, develop and implement a variety of programs in undergraduate liberal education as alternatives to prevailing disciplinary-based curricula. A secondary objective is to increase understanding of the process of change. Analysis of these problems points to three central issues: (a) the nature and organization of knowledge; (b) dilemmas facing the faculty and (c) the nature and organization of the higher education system. Using an action-research strategy, a number of institutions representative of the broad spectrum of higher education will join with the project staff, consultants, and task forces in a direct attack on these problems. Total institutions or major components of very large institutions will plan, develop, and implement alternative programs of liberal education for students designed to integrate life and career and to facilitate student development as individuals and citizens. A project timetable and application procedures are presented. (Author/PG)

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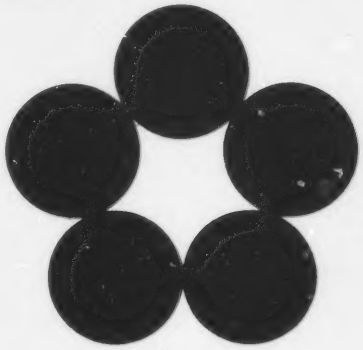
Change in Liberal Education



An action-research project sponsored by

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PROSPECTUS

CHANGE IN LIBERAL EDUCATION

An action-research project to develop alternative undergraduate curricula and institutional change

Sponsored by

American Association of Community and Junior Colleges
American Association of State Colleges and Universities
American Association of University Professors
Association of American Colleges
National Association of State Universities and Land Grant Colleges

This project is supported by funds granted by Carnegie Corporation of New York.

ABSTRACT

Change in Liberal Education is a project sponsored by five national higher education associations (AACJC, AASCU, AAUP, AAC, NASULGC) and supported by a grant from the Carnegie Corporation of New York. It is designed to plan, develop and implement a variety of programs in undergraduate liberal education as alternatives to prevailing disciplinary-based curricula. A secondary objective is to increase understanding of the process of change. This prospectus describes the project rationale and design. It is also an invitation to institutions to join the project in an attempt to solve some of the difficult problems facing liberal education.

Analysis of these problems points to three central issues: a) the nature and organization of knowledge; b) dilemmas facing the faculty and c) the structure and organization of the higher education system. Using an action-research strategy, a number of institutions representative of the broad spectrum of higher education will join with the project staff, consultants and task forces in a direct attack on these problems. Total institutions or major components of very large institutions will plan, develop and implement alternative programs of liberal education for students designed to integrate life and career and to facilitate student development as individuals and citizens.

The project will provide technical assistance from its staff and consultants, workshops and training in selected problem areas, evaluation, and documentation and dissemination of information. Institutions will present a plan and will conduct local program activities through to implementation. Institutions will be selected on the basis of quality of the plan and its relationship to project rationale, commitment to and capacity for change, institutional support and endorsement of the program, and institutional openness. Institutions will be expected to commit their resources to their programs. The project staff will provide support services and is seeking additional funding to support institutional planning and development. Institutions will be expected to join in this search. Sufficient funds are now available to announce the start of the project and to invite application for participation. A project timetable and application procedures are presented.

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INTRODUCTION

The principal objective of the project, Change in Liberal Education, is to plan, develop and implement a variety of programs in undergraduate liberal education as viable alternatives to prevailing disciplinary-based curricula. The secondary objective is to understand better the process of change in higher education so that change programs which enhance institutional capacity for continuous self-renewal can be designed and used.

The search for knowledge and techniques to achieve these objectives is stimulated by the perplexing convergence of forces and events which have drastically altered the perception of the higher education establishment by observers from within and without the system. Uncertainty regarding goals, confusion about values, lack of viable alternatives, pressures these factors bring to bear on faculty members, changing student expectations, and over-shadowing financial problems all emphasize the urgency of the project's objectives.

The above problems flow from the state of contemporary society in the United States and the future prospects for this country in the global system. Continuing threats of international conflict; destruction of the environment, unchecked consumption of limited natural resources, unrestrained population growth, famine, the plight of the underdeveloped nations and that of minority groups in developed nations, economic instability, loss of confidence in government and rule by law—each is serious and dramatic. In combination these problems seem overwhelming. They demand an enlightened response from citizens educated to think holistically from a well developed value base, who can devise new forms of decision-making which permit sound planning for action in the uncertain, threatening, but potentially hopeful, future. But, due to the rate of change and interrelatedness of the factors contributing to these problems, the time available for a creative response is exceedingly short. Pessimistic futurists say that it is already too late. Optimists speak of fifteen to twenty years during which solutions must be found, with every passing year lessening the likelihood of success. If higher education is to contribute to the search for solutions, the time for action is now.

In Change in Liberal Education, a group of ten to fifteen institutions will be invited to join a project staff, task forces and an evaluation team in launching an action-research program addressed to the objectives noted above. Action-research in this sense consists of: analysis, fact-finding, conceptualization, planning, execution, evaluation, followed by continuous repetition of this cycle. Thus the dynamics of change will be studied by creating change in institutional settings and observing its effects systematically. In this way the interrelationship of alternative models for conceptualizing the structure of knowledge, alternative ways of teaching and learning, the dilemmas of faculty members engaged in the change process, and the structure and function of institutional administration and governance will be explored either in total institutions or in major components of very large institutions.

Sponsorship by five national associations and financial support from the Carnegie Corporation of New York offer a highly visible national platform from which to launch this effort. The enthusiastic response to early announcements of the project suggests that institutions of sufficient number, diversity and quality sense the urgency of the problems being addressed.

This, then, is an invitation to the higher education community to join in this project. Practical considerations limit the number of institutions which can participate directly. All interested institutions and individuals will be offered various opportunities to share in the experience and knowledge acquired. The project policy board and staff are interested in identifying a group of institutions which seem ready, capable and willing to participate. We offer here the underlying rationale, the plan for action, criteria for selection, a project timetable and application procedures to guide those interested in active participation in an attack on the urgent problems which beset liberal education.

RATIONALE

Higher education is being challenged to examine yet again the meaning of liberal education and the mechanisms through which it might be encouraged. The principal difficulty is not the meaning of liberal education. In this project, liberal education will be taken to mean no more than has been meant historically. It is education that seeks not only the mastery of bodies of information and knowledge but coherence among them, that enhances personal development and a philosophy of life, that provides understanding of, appreciation for, and competence in the shaping of the physical and social world we inhabit. We assume that these objectives, however stated, remain critically important to the undergraduate experience.

Such objectives, however, are difficult to reconcile with prevailing undergraduate offerings. That fact is often acknowledged, certainly; the rhetoric of change has circulated freely throughout much of higher education, resulting in varied attempts at alternative forms and practices. Curricula have been altered, calendars changed, grading revised, governance more widely shared, etc. Much more rarely, new educational bases are recognized, if imperfectly implemented: cluster colleges, competency-based learning, problem-oriented programs, off-campus "experiential semesters"; each testifies to perceived inadequacies within the traditional structure of undergraduate colleges and universities.

Yet a variety of studies have reached a general, if dispiriting, conclusion: genuine reform has been extraordinarily difficult to achieve, even when all spirits are willing. This conclusion does not detract from the record of past and present accomplishments in higher education. Rather, it underscores the need for more adequate understanding of the factors which facilitate and inhibit change in order to identify and clarify alternatives for liberal education in our time. This project is directed to these ends.

Students of the future, as individuals and citizens, are to be the primary recipients of any benefits which may result from the project. That is a basic premise. Yet it is to issues at another level that attention will be directed first. Three major areas of concern have been identified as central to the problem: a) the nature and organization of knowledge; b) dilemmas facing the faculty; and c) the nature and organization of the higher education system. In the exposition that follows, relationships to student learning and development are shown, but it is to the three central problems that the project will be directed.

The Nature and Organization of Knowledge

The issue seems less and less escapable: The disciplines are an inadequate basis for the organization of liberal learning. The reasons are several.

The disciplines as narrowly descriptive. That the disciplines have dramatically enhanced our understanding is beyond dispute. Yet by design, disciplines are specialized constellations—paradigms—of assumptions and methodologies. They are "eyes," as it were, through which the world is seen and analysed; they impose particular agendas and points of view that have, in practice, produced ever-finer degrees of specialization and refinement. Of further concern is the increasing suspicion in at least the social sciences and the humanities that the paradigms on which they are premised have less and less correspondence to the world of experience, thus limiting their meaningfulness and generalizability.

Transposed to the undergraduate college the result is often a box-like fragmentation wherein exposure to an arbitrary number of these fragments has been equated with education. Because faculty members have little training or incentive for bridging those endless fragments, most of the purposes that presumably inform "liberal learning" have been quietly ignored. Hence, questions that speak of wholeness or coherence, of relatedness, of the skills, knowledge and imagination required to function in the modern world—these are simply defined as outside the boundaries of academic concern and thus become the responsibility of the student.

A related point of dissonance is the seeming clash between the liberal arts and education for a career. Whether at a two-year or four-year college, regardless of academic ability, the student is aware at some level that life beyond college revolves around one's career. For most, the experience of college is an exposure to "objective" knowledge through the eyes of the disciplines leaving the difficult matter of synthesis up to the student. This further implies

that a sense of calling or a desire to integrate life and career are but peripheral matters of slight concern. This project will explore means to restore a balanced sharing of these responsibilities between those in the educational system and the student.

Disciplines as value-free and objective. Here again, the role of disciplinarian as detached scholar, concerned with the "isness" of a defined subject-matter about which he is technically qualified to speak, seems both important and insufficient. Important, certainly; the capacity to conceptualize and investigate is obviously central to the intellectual enterprise. But conceptualize and investigate what? In the college catalog rhetoric about liberal education of self-aware persons in a collaborative society, the questions have not only to do with "what should a person *know* (which is far from resolved, as we have noted above), but also critically with "what should a person *do*." To speak, however, of action is to speak of choice and loyalties, of anticipation and future invention. Each of these actions embodies not only information and methodology but judgments about the consequences of action, about "oughtness" and the values that undergird such action and direction. Some faculty acknowledge the importance of such catalog rhetoric, but most, as a number of studies and surveys have shown, perceive the implied goals as outside their area of competence.

Regardless of this disclaimer, it is evident that the process by which knowledge is acquired does contribute to the shaping of the student's value system. Conscious efforts to overcome the compartmentalization of value from knowledge will be sought.

The disciplines' emphasis on cognitive rationality. The problem here is that within nearly all of the disciplines, a mode of human knowing—cognitive rationality—has come to be honored as *the* mode of knowing. The primacy of intellect has resulted, as a practical matter, in an almost total neglect of other forms by which individuals learn. Here, too, many alternative educational programs have at least intuitively recognized that "to know about" is of a qualitatively different order than "to know," where the language of experience, of empathy, of moral, aesthetic and religious knowing is commonly encountered. But attempts to take seriously this deficiency and to develop programs incorporating varied modes of knowing have proved remarkably difficult. Perhaps that is why, in practice, "knowing" in the broad sense has been redefined as "experiential" education and generally moved off the campus without relationship to the campus's formal disciplinary structure.

Overwhelming attention to intellect and rationality has also resulted in a focus upon the spoken and written word. From this follows the general exclusion of experience with and competence in the utilization of solid materials, in the problems of design, modeling, building, and inattention to other domains of sensory-perceptual functioning and to the complex issues of physical and psychic functions and rhythms. This seems the more unfortunate in light of evidence that manipulation and appreciation of bodily states and of physical artifacts not only expand human consciousness but also enhance the purely intellectual.

Alternatives to disciplinary-based education are sought which will broaden the experience of the student in this regard. Integration of the affective and cognitive, of verbal and non-verbal learning—in general, a more balanced appreciation of varied modes of knowing—will be encouraged.

Dilemmas Facing the Faculty

Continuous self-renewal of liberal education demands continuous faculty action. The faculty is clearly the key to the change process. Yet, only recently have the often overwhelming costs in time and psychic energy paid by faculty in avowedly experimental programs become reasonably apparent. They are, in varying degrees, confronting faculty in general in some of the following ways.

Confusion of roles. What is a faculty member? For most, it is to be a teacher-scholar who conveys to others the information, the methodologies, perhaps even the enthusiasms, of his discipline while contributing personally to the advance of knowledge. Innovative programs, however, have variously described faculty as "co-learner," "group leader," "learning facilitator," "counselor," "friend," and "model." The lack of clarity regarding such role expectations is compounded by arrangements that customarily take from faculty the protective devices faculty readily employ in traditional teaching: faculty-defined and controlled classes and office hours, limited student advisement, periods away from the campus, etc.

Hence, as several studies have dispiritingly shown, those who attempt to confront the pressure brought to bear by role uncertainty either pay a heavy personal psychic cost or revert to what they know and over which they have some form of mastery. Neither outcome is particularly satisfying. But, if the role of the faculty member is to be redefined as seems likely in alternative programs, then all elements of the academic community must accept a share of the cost. Assistance with identifica-

tion of needed skills, provision for in-service training, recognition and support of needed mid-career development, and realistic and equitable definition of "work-load," are but some of the concrete steps to be taken to lighten the burden on the faculty member. These, and others, will be explored in this project.

Training as disciplinary. Faculty are educated in their disciplines with only passing attention to their development as effective teachers. As a consequence, it can be said that higher education has developed no system on which effective teaching might be based. When debate about reform has been directed toward "more effective teaching" it has customarily been in terms of better transmission of disciplinary content.

The inadequacies of such efforts are now reasonably evident. Liberal learning should embrace not only the mastery of information but the development of persons. "Know thyself," remains, we believe, still a valid precept. In today's language this implies a concern for the emotional maturity, personality development and inter-personal skills of students. Yet faculty, working from a purely disciplinary base, have had little exposure to theories of learning, motivation and perception and their application within the campus environment, or to the process of human development and its relevance to their students and themselves. Definitive answers to all questions regarding teaching and learning are not available, but far more is known than is usefully appropriated on the campus. A faculty with a better understanding of the range of possible solutions armed with more-refined techniques for applying what is known is another desired outcome of this project.

Faculty rewards and career development. Because higher education, including the system of faculty rewards, is overwhelmingly based on disciplinary organization, participation in alternative programs can inhibit salary increases and professional advancement, and limit mobility. Thus the further risk of long-term economic loss and damage to one's career is added to the costs to the faculty member already noted above. Though it may seem logical that alternatives to the disciplines should provide for rewards and recognition based on performance other than disciplinary-based achievement, this has been the case in few innovative programs.

If models other than those based on the disciplines are to be translated into practice, then we must design and use means to evaluate and reward the performance of faculty members in terms related directly to program goals. Criteria can be redefined. Choice of evaluators and data to be used can be altered or expanded. A broadened reward system that attends to the psychic support and personal development of the faculty member throughout one's productive years is conceivable. Such actions, combined with opportunities to learn new skills, to change direction of one's career, to engage in learning experiences other than those narrowly confined to the classroom, library and laboratory, will be integrated into programs planned during this project.

The Nature and Organization of the Higher Education System

If the conceptual visions that circulate so plentifully are to be realized in fact we must face the pragmatic question—how does one get from here to there? There seems to be general agreement that those of us in higher education do not understand with adequacy the social and structural impediments to academic reform. Many reformers appear to place an inordinate emphasis on the power of persuasion or the need for new resources, or on the clarity and self-evidentness of the idea whose time has come. Fewer seem sophisticated in the analysis and use of internal political power. And fewer still appear to have explored fully the alteration of institutional structure and function which may be required to accomodate the impact of alternative programs in other parts of the institutional system. **The point is simply this: educational reform, if it be effective, must deal directly with the organizational processes, both within the campus and external to it, that impinge upon that reform. Redefinition of goals without concomitant change in the process of education is not likely to succeed.**

PERSPECTIVE

In sum, this project has a point of view. It seeks to foster diverse alternative programs of liberal education carefully planned and organized as immediate, direct responses to the following issues:—

1. Organization of knowledge which more-adequately reflects the inter-connectedness of human experience and the systemic nature of the world, and which exhibits an awareness of and dependence upon the multiple modes of knowing.

2. Educational experiences which help students acquire patterns of thinking and understanding which contribute to their capacity to shape purposefully our physical and social

world in our time, while developing in them a sense of calling, in which life and career are integrated.

3. Programs for faculty development and self-renewal designed to support sustained, effective involvement in the change process.

4. Concurrent alteration of the fundamental structure, function and organization of the higher education system as needed to support and sustain change in liberal education.

PLAN FOR ACTION

Change in Liberal Education is an action-research program. Institutions are invited to join with the project staff in a shared effort to plan, develop and implement programs of liberal education consistent with the project's objectives, rationale and perspective.

Institutions invited to participate will be expected to enter with an idea for action which reflects the needs felt in that particular institutional context. Drawing on past efforts to change liberal education and in interaction with the project staff, task forces, consultants and representatives of other participating institutions, these ideas will be translated into a plan for change to be followed by development and implementation. While support and advice will be provided by the project staff, institutional autonomy will be honored. Successful implementation will depend on the performance of an institutional planning group of administrators, faculty, students and representatives of the local community, and the commitment of resources—people and money. Participating institutions will benefit in a number of ways. Local efforts can be augmented with technical assistance from the project staff and consultants. Workshops to facilitate planning and to train institutional representatives in techniques needed to develop and implement alternative programs will be provided. The broad range of institutions and of programs expected to be involved will help to expand both the range of alternatives being explored and the pool of talent available for mutual assistance.

The project staff will conduct the on-going evaluation of the project and will offer training in program evaluation for representatives of participating institutions. Evaluation is defined in this project as a data-based, continuous, cumulative interactive process designed to guide planning and development at every stage of the change process. It is an essential element of project strategy.

If the project is to have a lasting impact on liberal education, the experience and knowledge acquired by participation must be shared. Documentation and the dissemination of information about project activity will be another major responsibility of the project staff. However, it is assumed that representatives of participating institutions will themselves take an active role in communicating their experience. Every effort will be made to develop a system of communication using audio-visual media as well as the written word. By this means it is hoped that the experience of participants in the project will be conveyed to its many important audiences: faculty members, administrators, governing boards, accrediting agencies and professional societies within higher education; but also, and perhaps more importantly, to students, their parents, alumni, legislators, government agencies, private foundations, business and labor.

The plan for action demands a shared effort among participating institutions, project staff, task forces, and consultants; full commitment to a process which requires openness to evaluation and willingness to share the experience.

CORE PROJECT

In October, 1973, the Carnegie Corporation of New York awarded an initial grant of $595,000 for three years to support the core project. The proposal for the project was submitted by five associations: AACJC, AASCU, AAUP, AAC, and NASULGC. AAC, where the idea for the project originated, has been designated as administrative and fiscal agent for the project. The grant from the Carnegie Corporation supports the basic structure of the project.

Project Policy Board. A board of fourteen members, two appointed by each of the five sponsoring associations and four public members elected by the board, will provide policy direction and guidance of project staff activities.

Association Staff Liaison. Each of the sponsor-

ing associations has designated a staff member to serve as liaison to the project policy board and the project staff. The staff liaison will help coordinate the activities of the sponsoring associations and use of their resources.

Project Staff. Three persons have been selected to serve as the professional staff—a director and two associates. The mission of the project staff is to plan and direct the execution of all phases of the project; to select, with the approval of the policy board, participating institutions; to develop support activities (task forces, consultants, commissioned papers, workshops, etc.); to conduct the evaluation of the project; to coordinate dissemination of information about the project, and to develop additional financial support of project activities in cooperation with participating institutions.

INSTITUTIONAL PARTICIPATION

By December, 1974, institutions will be invited to participate in three and a half years of project activity. Beyond the technical assistance, workshops, evaluation and documentation provided by the project staff, each participating institution will be expected to provide support for its own planning, faculty development, program development and implementation. In order to support activities beyond the present financial capability of the local institution or the project staff, additional funds will be needed. The project staff and association representatives are already seeking such support from private foundations and government agencies. However, it is expected that participating institutions will share the responsibility to raise additional funds. It is anticipated that some additional general support will become available through grants to the project staff. In other cases the project staff will sponsor individual institutions in their contact with funding agencies. An independent search for funds, locally, regionally and nationally, may also be required depending on the scope and nature of specific institutional activities.

Regardless of the final arrangements regarding support, sufficient funds are in hand to announce the start of the project and invite applications. The following is a brief description of project design and likely activities. The range of activities will be adjusted according to the level of support available at any given time.

The basic design will include four groups of institutions. The first two groups will be more fully involved in the project.

Primary Institutions. Ten to fifteen institutions will be invited to become the primary focus of project activity. This decision will be based on the judgment of the project staff and policy board regarding the degree to which criteria for participation are met and the likelihood of effective execution of project activities. Primary institutions will be eligible for participation in workshops, use of consultants and task forces, and the evaluation program. Financial support of planning, faculty development and program development and implementation will be provided when possible. Each of these institutions will be expected to have an Institutional Policy and Planning Group consisting of representatives of the broad institutional community. A full-time or near full-time program director must also be provided. An appropriate commitment of institutional funds is also expected. Prior to final selection institutions will be expected to provide evidence of institutional endorsement of offering a resolution or other appropriate indication of endorsement by the appropriate governing body and faculty governance group(s).

Affiliated Institutions. A second group of institutions will participate by mutual consent as affiliates. The number of such institutions is not fixed, but would probably be ten to fifteen. Affiliated institutions will be able to use the resources of the project staff and the sponsorship of the project. They will be welcome to participate in project workshops and use task forces and consultants at their expense. No direct funding from project sources will be provided to these institutions, although they will be assisted in their own search for funds. This group is important to the overall evaluation of the change process as it offers assessment of change in the absence of direct financial support

Of the last two groups of institutions one will be less directly involved in the project than the primary and affiliated institutions; the other will be only indirectly involved.

Exemplar Institutions. An institution with an established record of innovation or experimentation which has achieved sufficient clarity concerning its goals to have progressed well into implementation of its program may wish to participate. If the change effort there has matured fully, it would probably not be justified to include this institution in either the primary or affiliated group. Yet there may be other possibilities for mutually beneficial activity in the project. For example, the history of change in such institutions could be instructive for those just entering the process, and participation in project workshops and training programs may serve as one

stimulus for new levels of achievement in the experimentally-oriented institution. In any event, an attempt to understand the change process in higher education without reference to those institutions which have led the way would be shortsighted. Therefore, it is hoped that experimenting institutions will enter the process. The extent and form of their involvement can be mutually decided during the application procedure.

Control Institutions. Activities of institutions which have expressed no interest in participation in the project and have no obvious pattern of innovation or experimentation will be monitored indirectly throughout the project in order to provide reference data regarding changes in liberal education outside the project.

The basic project design could be seen as a large-scale demonstration project with a fixed, relatively short life. Much more than that is needed if a major impact is to be made. Therefore, a process will be developed from the basic design to amplify and spread project outcomes beyond the limited scope and duration of the project itself. Within primary and affiliated institutions supportive networks of faculty members, administrators, students and community representatives will be developed to sustain continuous self-renewal. Key individuals in all participating institutions using the proposed communication system could serve as the means by which project impact would be spread to other institutions. The extent of these activities is dependent on successful implementation of the basic project design, willingness of faculty and administrators in participating institutions and adequate support. Planning and development of this process will be an integral part of the project design from the outset.

CRITERIA FOR SELECTION

An invitation to participate as a primary or affiliated institution is contingent on recommendation by the project staff and approval by the project policy board. Recommendation and approval will be based on the extent to which an institution meets the following criteria for selection as demonstrated in the application.

Institutional Response to Project Rationale.
Participation in the project is contingent upon development of an institutional program consistent with local values, philosophy and needs but responsive to the project rationale. Proposed programs will be judged by their promise of serving as viable alternatives to traditional undergraduate liberal education and the extent to which they offer insight into the change process.

Institutional Commitment and Capacity to Change.
Each institution will demonstrate its commitment to and capacity for change. Possible means for doing so include evidence of quality of administration and faculty leadership; a well-defined planning group representative of the broad institutional community; a plan which achieves critical mass for institutional change (not a single department but a larger unit of an institution—college, school, institute, etc.); and evidence of careful and systematic self-evaluation relating program activity to institutional goals, values, needs and resources. A demonstration of the potential for continuous self-renewal, e.g., a statement of broad goals and the means toward development of specific goals and objectives and their achievement, would be acceptable.

Institutional Support.
Commitment of institutional resources—people and money—to project activities is expected. Primary institutions will provide or obtain a substantial percentage of the total funding for their proposed activities. At least by the completion of project activity there should also be a redistribution of resources to sustain the program implemented during the project. Among other possible actions, this might include redistribution of funds, reassignment of personnel, or alteration of the faculty reward system.

Institutional Endorsement.
Endorsement of the program, not only by administrative leadership, faculty members and students, but also by resolution of the appropriate governing body, is expected.

Institutional Openness.
Participating institutions must agree to provide open access to data for evaluation by project staff and consultants; to authorize dissemination of evaluation data with safeguards for confidentiality and anonymity as appropriate; to participate in documentation of the experience; to serve as resources for other institutions interested in learning from the experience; and to encourage administrators and faculty members to present accounts of their experience at appropriate professional meetings.

Diversity.
This criterion is not under the control of individual institutions. The project is dedicated to a broad exploration of change. It is hoped that the selection of participating institutions will include diverse programs in liberal education coupled with a vari-

ety of change strategies. In addition, institutions representative of the broad spectrum of higher education will be selected. Participation as a primary institution is, however, limited to member institutions of those sponsoring associations with institutional membership, i.e., AACJC, AASCU, AAC and NASULGC.

Representation will be sought on the following dimensions: public, private, size, resources, two-year (including junior, community and upper division colleges), four-year free standing, four-year component of a larger institution, urban, rural, geographical location, student population served (minority groups, academic aptitude, single-sex, adults, denominational, etc.), "pure" liberal arts as in the typical college of arts and science, liberal education with career or professional orientation as in education, engineering, health professions, etc. Natural groupings of institutions, e.g., regional consortia, religious-affiliated institutions, liberal arts colleges with a common mission, may apply jointly. The final selection will attempt to establish a reasonable degree of diversity, choosing from institutions that meet the first five criteria.

PROJECT TIMETABLE

Preliminary application—June 14, 1974.

First screening—September 3, 1974.
The number of applications will be reduced to thirty or forty from which primary and affiliated institutions will be selected. Involvement in project starts at this time for finalist institutions.

Orientation meeting—tentatively September 13, 14, 1974.
The project staff will meet with representatives of finalist institutions to review project status, explore philosophy and goals in greater depth, facilitate preparation of final application. All institutions submitting applications should be prepared to send a representative(s) of Institutional Policy and Planning Group to this meeting at their expense.

Final application—November 15, 1974.
Prior to submission of final application the project staff will be available for visits to institutions and reviews of drafts of the final application.

Selection of participants—December 20, 1974.

Planning stage—January, 1975.

Program development and implementation—September, 1975.

Project termination and final report—July, 1978.

APPLICATION PROCEDURE

Preliminary applications should be submitted directly to the project staff and must be postmarked no later than June 14, 1974. The application narrative must not exceed fifteen double-spaced pages. Detailed documents with complex budgets and elaborate descriptions are not required or encouraged. What is sought in the preliminary application is an approximation of the program, presented clearly and concisely.

NARRATIVE

The application narrative should contain the following information arranged in approximately this order:

A. Core idea. In one hundred words or less describe the core idea of the program. This should be a generalization of the program given as an idea. In reviewing applications the staff will be looking for the hard nub of the idea.

B. Preliminary picture of the program. Use your imagination to present a likely picture of how the program would work, with specific examples and estimated costs for particular items. Briefly describe the kinds and approximate number of people (faculty, students, administrators) who would be involved in and served by the program. It is understood that this picture does not represent an institutional commitment to program or budget, but is merely suggestive.

C. Relevance of the program to the project's objectives. Describe the ways in which the program responds to the following issues: 1) alternative organization of knowledge; 2) student development; 3) faculty development and 4) institutional structure, function and organization.

D. Relevance to institutional goals. Give your analysis of the problems in undergraduate education which create a need for this program at your institution. Briefly, describe the origin of the pro-

posal and the individuals who have undertaken the initial planning. Relate this program to other institutional plans.

E. Change process. Describe the change process which would be used if the institution were selected for participation in the project.

1. What will be the planning process and structure for the next stage of activity? Identify the program director or principal planner, the members of the Institutional Policy and Planning Group, and the lines of authority and decision-making regarding planning.
2. To the extent possible, describe likely kinds of development activities.
3. Include a brief description of the administrative organization of the program as it is conceived in operation. What will be the likely lines of decision-making authority regarding such matters as funding, personnel, curricular arrangements, and relations with faculty, students, and the community in the program after implementation?

Estimated total cost of the program. Give the estimated total cost of the program plus the following information: the part of the institution's regular budget which is included in the program, and the new costs, if any, which are likely to be incurred in the planning and development of the program. Of these new costs, what percentage can the institution bear? Please estimate both the minimum and maximum support which the institution can provide.

SUPPORTING DATA

A. Resumé of program director or principal planner.

B. Brief curriculum vitae for all members of the Institutional Policy and Planning Group.

C. The following information would be useful to the staff in understanding the nature of your institution. Please provide a response to the following two items in no more than two pages.

1. What are the two or three most significant innovations in undergraduate education on your campus in the last five years? Why were they undertaken? To what extent has each been successful and "taken root?" How many students are directly involved in, or touched by, each?
2. Give a brief account of the vitality of your institution in whatever terms seem appropriate to you.

D. One copy of your catalog.

SUBMISSION

Mail the original plus five (5) copies of the proposal to:

Change in Liberal Education
c/o Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 20009

Include self-addressed notification card from inside back cover.

Application must be postmarked not later than June 14, 1974.

COVER SHEET

1. Institution:

   Address:

2. Project Director: (Name) (Title)

   Address:

   Telephone:

3.

Signature of proposed project director

Signature of authorizing official

Date of submission

Name and Title of officer
authorized to sign for institution

PROJECT POLICY BOARD

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Samuel Magill (AAC)
Sue Fratkin (NASULGC)

PROJECT STAFF

Francis J. Wuest, Director
Janet Berls, Associate Director
Elden Jacobson, Associate Director

MAILING ADDRESS: **CHANGE IN LIBERAL EDUCATION**
c/o ASSOCIATION OF AMERICAN COLLEGES
1818 R STREET, N.W.
WASHINGTON, D.C. 20009

(202) 387-3760

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C. 20009

TO BE FILLED OUT BY THE PROJECT STAFF

Date Received_____ Application Number _____

TO BE FILLED OUT BY THE APPLICANT

Institution _____

Program Director _____

Mailing Address _____

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Telephone Number _____

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_____

Telephone Number _____

With the application, complete the three cards and attach them to the cover sheet. Please type or print on the address side of one card the name and address of the Program Director.

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